



The general and specific objectives of teaching communications and information technology  
For the fifth grade of primary school

Second Semester

General objectives

<ul style="list-style-type: none"> <li>• Realize the importance of digital citizenship.</li> <li>• Define digital platforms to share and save information.</li> <li>• Understand the concept of social responsibility.</li> <li>• Improve writing and speaking style while communicating Online .</li> <li>• Create websites and defines their characteristics.</li> <li>• Recognize groups in Microsoft Edge.</li> </ul>	<ul style="list-style-type: none"> <li>• Use various research sources.</li> <li>• Distinguish between synchronous and asynchronous communication in use.</li> <li>• Use technology to solve problems.</li> <li>• Learn the basics of binary numbers.</li> <li>• Collect data and presents it in an attractive way.</li> <li>• Recognize the basic principles of web page design.</li> </ul>
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specific objectives

<ul style="list-style-type: none"> <li>• Explain the importance of digital applications in facing environmental issues.</li> <li>• Identify digital applications that are used to share and store information.</li> <li>• propose plans to collect waste with his colleagues.</li> <li>• Explain how to express his views on the Internet.</li> <li>• Discuss how to use his rights and responsibilities as a digital citizen.</li> <li>• Explain the meaning of social responsibility.</li> <li>• Explain how to communicate online based on a combination of factors.</li> <li>• Discuss the importance of writing and speaking style when communicating.</li> <li>• express his feelings to his colleagues using emojis.</li> <li>• Discuss the content of information sites.</li> <li>• Explain the tools and features that make using the website easier.</li> <li>• Define the tools that can be used to create a website.</li> <li>• Distinguish between commercial and non-commercial websites.</li> <li>• Explain how to use the Internet to obtain information about products.</li> <li>• Explain how his online activity affects the appearance of ads.</li> <li>• Discuss the use of Microsoft Edge to search and organize information.</li> <li>• Discuss the use of Microsoft Editor for editing and proofreading.</li> <li>• Use Microsoft 365 tools.</li> <li>• Define uses of information resources available on the Internet</li> <li>• Explain how to know the most reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a presentation using trusted sources.</li> <li>• Explain the reasons for using online communication tools.</li> <li>• Explain the ethics of online communication.</li> <li>• Identify ways to use sensor networks to collect data.</li> <li>• Looking for how to use technology to solve problems.</li> <li>• Explain how to install computer software safely.</li> <li>• Explain how to troubleshoot and resolve a screen that has stopped responding.</li> <li>• Explain why the computer uses the binary number system to store data.</li> <li>• Describe the binary number system.</li> <li>• Read and write binary numbers.</li> <li>• Explain the digital tools that you may need to work on a project.</li> <li>• Discuss how to search for, collect and classify information.</li> <li>• Explain the importance of digital information handling skills.</li> <li>• Create a graph to share specific information.</li> <li>• Discuss the importance of using multimedia to improve the presentation through which information is presented.</li> <li>• Explain the use of digital tools such as (word art - movie maker).</li> <li>• Explain the value of using a storyboard in telling a story.</li> <li>• Discuss the 10-20-30 rule and its relevance to providing information.</li> <li>• Discuss the features that make websites attractive.</li> <li>• Explain what the markup language - html. And how it help build a web page.</li> </ul>
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# **The study plan for the I.C.T - the fifth grade of primary school**

**For the academic year 2022/2023**

## **Second Semester**

<b>Month</b>	<b>Lesson</b>	<b>Content</b>
<b>February 2023</b>	<b>1</b>	<b>Explorer In Action</b>
	<b>2</b>	<b>Digital citizenship and social responsibility</b>
	<b>3</b>	<b>Online communication</b>
	<b>4</b>	<b>Information websites</b>
<b>March 2023</b>	<b>5</b>	<b>Commercial and non-commercial internet services</b>
	<b>6</b>	<b>Using ICT for content creation</b>
	<b>7</b>	<b>How to choose online sources</b>
	<b>8</b>	<b>Choosing between synchronous and asynchronous communication</b>
	<b>Third theme review</b>	
	<b>Fourth theme : software projects</b>	
	<b>1</b>	<b>Explorer In Action</b>
	<b>2</b>	<b>How digital devices work</b>
<b>April 2023</b>	<b>3</b>	<b>An introduction to binary numbers</b>
	<b>4</b>	<b>Determining the needs for a digital project</b>
	<b>5</b>	<b>Gathering data and presenting information</b>
	<b>6</b>	<b>Presenting information in an appealing way</b>
	<b>7</b>	<b>Producing an effective presentation</b>
	<b>8</b>	<b>Web design principles</b>
	<b>Fourth theme review</b>	
	<b>Second semester project</b>	

**Teacher**

**supervisor**

**School Manager**





# Lesson (1)

## Explorer in action

Strategy

Problem Solving

Critical thinking

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Clarify** the importance of digital applications in facing different issues (environmental)
- **Identify** digital applications to share and store information online.
- **Suggest** plans to gather debris with my friends.

"preface"

Which environmental  
issue concern you  
most ?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a video presentation of the explorer Peg Keiner with her students on how to confront environmental issues and their role in it for the advancement of society. With following the routine of random reading of the elements of the lesson.

### View Lesson

**Peg Keiner:** Ambassador for the Global Goals of the United Nations and a National Geographic Explorer. She lives in the United States and works as Director of Innovation at a school in Chicago.

**Personal Protective Equipment(PPE):** Tools that are used such as protective masks and gloves used for one time only.

**Debris tracker:** It is an application that enables the recording of litter locations via the Global Positioning System, with a description of the type of this litter. It can be downloaded for free on a mobile phone.

**Hashtag:** The word hashtag means any word or phrase preceded by a symbol # to distinguish the text following it, and it helps in spreading information among the largest number of users, and a way to organize searches on Twitter, Facebook, or other different social media. as example #trackingppe

**Go Green Initiative:** It is an initiative launched by the Egyptian Ministry of Environment to encourage a more responsible approach to plastic waste and other types of waste. Spreading environmental awareness in society.

**Evaluation:**

- Why should we share accurate educational content with our classmates and teachers?
- Solving book questions on the lesson





## Lesson (2)

### Digital citizenship and social responsibility

#### Strategy

Dialogue and discussion

Critical thinking

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Explain** how to express his opinions online.
- **Discuss** how to use his rights and responsibilities as a digital citizen to communicate with others.
- **Explain** what it means to be socially responsible

"preface"  
How can you  
express your opinion  
online?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a PowerPoint presentation explaining the rights and responsibilities under social responsibility and ask them for ideas on how to express their opinion online or with one of their colleagues.

#### View Lesson

The rights and responsibilities you should have as a digital citizen.

Rights	Responsibilities
Privacy.	Respect the privacy of others.
Protection against piracy.	Respect for diverse sources.
The ability to interact with others online.	Show positive behavior in dealing with others.
Sharing and obtaining information online.	Ensure safe online sharing.
The ability to use the Internet when you need to.	



How to express opinions in light of social responsibility:

- Express your opinions in a positive way.
- Make sure your sources of information are accurate and easy to understand.
- Make sure the information you share and its purpose are clear.
- Ensure that you have the rights and responsibilities as an interactive digital citizen when communicating online.

#### Corporate Social Responsibility:

Organizations use the Internet in turn to help others by Addressing environmental issues or providing support for important issues. This is known as corporate social responsibility.

**Evaluation:** Explain what is meant by corporate social responsibility.





## lesson (3)

### Online communication

**Strategy**

**Critical thinking**

**cooperative education**

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Discuss** how to communicate online with people based on a variety of factors.
- **Discuss** the importance of tone when communicating online.
- **Express** my feelings to my colleagues using emojis.

"preface"

Think about your direct communication with those around you, and how is this communication different online ?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson by taking notes while reading. Then write a message and share it with their classmates.

#### View Lesson

##### **Tone of online communication :**

- o Use titles and avoid humorous style. for adults.
- o Be sure to introduce yourself if you have not met the person before.
- o Be clear about the subject of your message and the reason for sending it in the introduction.
- o Make sure to use the full name in communication without abbreviations.
- o Nicknames are only appropriate between close friends.
- o Pay attention to your feelings and expressions during video chats

##### **Positive Online Communication :**

- o Use positive words.
- o Be conversational.
- o Use emojis.
- o Use positive phrases at the beginning and end.
- o assume the best.



##### **Evaluation:**

- What is the importance of your tone of writing or speaking, when communicating online?
- Solving book questions on the lesson





# lesson (4)

## Information websites

Strategy

Critical thinking

Dialogue and discussion

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Discuss** what's included on information websites.
- **Explain** the tools and features that make a website easier to use.
- **Identify** tools that can be used to create websites.

"preface"

How does website design and features affect your visit experience?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and do a comprehensive reading with the picture investigators routine in the lesson. Ask each group to discuss what their website would include if they created it themselves.

### View Lesson

#### Information sites:

sites of The Alexandria Digital Library, and the Egyptian Knowledge Bank are two examples of reliable electronic library sites on the Internet. The Egyptian Knowledge Bank provides, for example.

- o The world's largest collection of online educational resources.
- o The ability to download files to your own devices.
- o Content suitable for all ages.
- o Safe and accurate sources.
- o Free use for all Egyptian citizens. Sources subject to copyright.

#### helpful website features:

- o The presence of search engines within the site.
- o menus to find information.
- o Icons in the form of images to access the sections of the site.
- o It is easy to find pages (contact us - about the site) in it.

**Website Creation:** Programs such as (WORD PRESS) are used to create websites that provide a lot of free tools, and be sure when creating the site to take into account images, videos, font size and type so that the site is attractive.



#### Evaluation:

- How can you use online sources to help you research a topic?
- Solving book questions on the lesson





## lesson (5)

### Commercial and non-commercial internet services

Strategy

Critical thinking

Dialogue and discussion

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Identify** the difference between websites (commercial/non-commercial).
- **Discuss** how I can use the internet to acquire information about products.
- **Clarify** how my online activity affects the advertisements that appear.

"preface"

How much do other people's opinions of things or services affect your decision to buy or use them?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the routine of reading colleagues. Ask each group to talk about the differences between buying things online or buying them directly in a store.

#### View Lesson

**Websites are divided according to their purpose into two types:**

**First, commercial sites:**

their purpose is to sell products or provide services. Amazon site is an example of this. These sites often include a section dedicated to customer comments and opinions (**reviews**) that are useful for both the company and customers, as they help customers decide whether to buy a specific product or not.

**Secondly, non-commercial sites:**

their purpose is to provide information or raise awareness about an issue. The Egyptian Knowledge Bank is an example of non-commercial sites.

**reviews:** It is one of the ways in which you can obtain information about a product, and you should not trust a comment or evaluation (reviews) that is overly positive or negative, as it is usually fake.

**advertisements:** Websites can obtain information about the sites you visit, to place ads that match your interests, geographical location, age, and gender.

**Evaluation:**

- Based on your online activity. What types of ads do you think you will see?
- Solving book questions on the lesson





## lesson (6)

### Using ICT for content creation

#### Strategy

Dialogue and discussion  
cooperative education

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Discuss** the use of Microsoft Edge for locating and organizing research.
- **Discuss** the use of Microsoft Editor for spelling and editing.
- **Collaborate** with peers using Office 365 tools.

#### "preface"

How do you plan and  
organize research  
projects you're  
assigned.?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and doing a comprehensive reading of the lesson with the routine( I know I would like to know I learned). With training them to use the tools (Microsoft Edge and Microsoft Editor)

#### View Lesson

**Microsoft Edge:** Microsoft Edge is the web browser that comes with Microsoft Windows. The browser can help you browse, search, stream and more.

#### The Collections feature:

Collections in Microsoft Edge help you keep track of your thoughts on the web, whether you're shopping, planning a trip, collecting notes for research or lesson plans, or just want to pick up where you left off the last time you surfed the Internet. Sign in to them, so if you're using Microsoft Edge on multiple devices, your collections will always be up to date on all of them.

#### Activity (create a new group - the book page (31)

#### Writing help (Microsoft editor):

Use Microsoft Editor to check for spelling and grammar. The editor will highlight problems such as capitalization errors, sentence fragments and missing or incorrect words and punctuation and make a suggestion to correct each error. You decide whether to accept or ignore each suggestion.

#### Evaluation:

- Explain how the two programs can help you with school projects.
- Solving book questions on the lesson



**Strategy**  
**Problem Solving**  
**Critical thinking**



## lesson (7)

### How to choose online sources

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Determine** the uses of information web sources available online.
- **Explain** how to tell which sources are more reliable.
- **Create** a presentation using reliable sources.

"preface"

How does evaluating  
sources make you a  
better digital citizen?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the directed drawing routine. Using what they learned to create a presentation about the Grand Egyptian Museum.

#### View Lesson

##### Online libraries:

these libraries help you to search for different media and are great for searching for information that is not protected by copyright. While ensuring the credibility of the information, while sites such as the Library of Alexandria and the Knowledge Bank are considered reliable sources.

##### Online maps:

These can provide clear and accurate directions to the required places such as Google Maps

##### Online museums:

These can also be wonderful reference sites that allow you to view museums digitally, and they generally include information about each museum.

##### Specialized search engines:

very useful for searching for information, such as (bing - google)

##### A WEBSITE'S META INFORMATION:

Websites include meta information, such as keywords, information about the site, and what it contains. that search engines use to distinguish these sites and ensure their reliability

##### Evaluation:

- Explain how meta information can aid you in analyzing search results.
- Solving book questions on the lesson





## lesson (8)

### Choosing between synchronous and asynchronous communication

**Strategy**

**Critical thinking**

**Dialogue and discussion**

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Clarify** the reasons for using online communication tools.
- **Explain** online communication ethics to use.
- **Communicate** effectively online.

"preface"

Have you ever had to  
make a video call? and  
how was it ?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with them with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the note-taking routine. With a visualization of video conversations between students about their feelings about their presentation in the previous lesson.

### View Lesson

#### **Synchronous communication:**

is real-time communication between people, with everyone interacting and taking in information at the same time using digital tools such as video chats, live television shows, and instant chat rooms.

#### **Asynchronous communication:**

is communication that does not occur in real time and does not require an instant response. Asynchronous communication tools include email, voice and text messages and recorded videos.

**Whatever the type of communication, you should always consider being :**

- Polite
- Patient
- Helpful
- clear



#### **Evaluation:**

- How does understanding when and how to use different forms of online communication make you a better digital citizen?
- Solving book questions on the lesson





# Theme 3 Review

Strategy

Evaluation

Performance based

Date

Class

per

## Objectives

By the end of the lesson the student will be able to:

- **Prove** the information, meanings and knowledge acquired in the third theme.
- **Divide** the book into study units that are easy to review and retrieve.
- **Solve** according to the requirements of the questions in the third theme.

"preface"

What are the most important topics of the third theme?

## Accompanying activities

take the students to the computer room and do a comprehensive review of the third theme, and then we solve the textbook exercises on the third theme.

## View Lesson

**1 Write and compare** Write a sentence for each set of words to explain the connection between them. Then compare your sentences with a partner.

1. digital citizenship and social responsibility
2. specialized search engines and meta information
3. reviews and video advertisements

**2 Read and answer**

1. Write a sentence on how to embrace digital citizenship and social responsibility.
2. How can you show mindfulness when choosing a website to visit or online shop to purchase from?
3. Give one example of when you might use formal language when communicating online on one example of informal language.
4. How are specialized search engines different from general search engines?
5. What is a commercial website? What is a non-commercial website?
6. What is the Collections feature in Microsoft Edge? What can you add to a collection?
7. How do you search online for a digital museum? What do you use it for?
8. Explain when you might communicate with your teacher using synchronous communication and when you might use asynchronous communication.

**Solve the rest of the book's questions.**





# lesson (1)

## Explorer in action

**Strategy**  
Problem Solving  
Critical thinking

Date			
Class			
per			

### Objectives

By the end of the lesson the student will be able to:

- **Identify** ways of using sensor networks to collect data.
- **Research** how technology was used to solve problems.
- **Think** of ways to solve problems using technology.

"preface"

How does technology help you in your everyday life?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss with them a video of Dr. Diego Ponce de Leon and his work, and ask them to identify the techniques that he uses in his work. With the random reading routine for the elements of the lesson.

### View Lesson

#### Diego Ponce:

holds a PhD from the Energy and Resources Group, University of California Berkeley. He develops the use of technology to build renewable energy-related data infrastructure and systems. To collect data and improve the energy system.

**Thermostat:** a switch that measures temperature in air conditioners and refrigerators.

#### Sensors:

devices which communicate information back to a computer to monitor the amount of energy consumed by the appliances such as refrigerators and air conditioners, and through this, energy is distributed and provided in a better way.

#### The Egyptian Water Data Management System:

This system relies on monitoring and remote sensing data that help engineers make decisions and develop irrigation systems in order to expand the agricultural area.

#### Evaluation:

- Egypt is striving to increase its resources to meet the needs of its citizens. Express your opinion about this.
- Solving book questions on the lesson





## lesson (2)

# How digital devices work

Strategy

Critical thinking

Dialogue and discussion

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Explain** how to install computer software safely.
- **Discuss** how to make computer software updates.
- **Explain** how to troubleshoot screen freezes.

"preface"

What factors do you or would you consider when deciding to install software on your devices?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with them with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the note-taking routine. To show how technology can help them in carrying out life tasks.

### View Lesson

**INSTALLING SOFTWARE:** Most of the software, including versions of Microsoft Office and Chrome browser, can be downloaded from the Internet. Now **How to install the software**

**windows pc :** Find the program online. Click the download button. Click on the file, located in Downloads. A box will pop up. Follow the instructions to finish the installation process.

**Android devices:** Tap on the Apps icon. Go to the App store (Google Play stores). Find the app you're looking for and click install.

**UPDATING SOFTWARE:** Software programs often need to be updated. Updates help programs to run more efficiently. Many programs install necessary updates automatically

- **Install updates on Windows.** - **Install updates on Android.**

**Troubleshoot screen freezes:** If this happens, Press and hold the "Ctrl," "Alt," and "Del" buttons and use the Task manager to shut down any program that is marked as "not responding." If that doesn't work, turn your device off by pressing and holding down the power button for several seconds. Then wait a few more seconds before restarting your device.

**Android :** Hold down the power button for 30 seconds and restart.

**Binary number system:** Numbers can be considered a language understood by computers, and the binary system uses two values (0, 1) to express numbers in it through a binary electrical signal (1 means on - 0 means off).

**Evaluation:**

- How can you ensure safe installation and updating of computer programs?
- Solving book questions on the lesson





## lesson (3)

### An introduction to binary numbers

**Strategy**

**Critical thinking**

**Dialogue and discussion**

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Explain** why computers use the binary number system to store data.
- **Describe** the binary number system.
- **Read** and write binary numbers.

"preface"

How do computers send, receive, and store information?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the reading colleagues routine . Ask them to write binary numbers for two numbers and analyze the answers.

#### View Lesson

##### Binary number system:

It is a numerical system with a base number (2), used to represent numerical values using two symbols, usually (0,1). Any two symbols or two states such as true/false or on/off can also be used. The binary number system is used in practically all modern computers

##### Decimal system:

It is a numbering system that has a base number of 10. It is one of the most widely used numbering systems, and the decimal system is called that because it uses the number (10) as its basis. Or because he has ten shapes (numbers) with which he represents numbers, no matter how big they are. Each position represents a value ten times greater than the one before it.

We use this system to the point of not thinking about the steps needed to arrive at a number like (157).

The number to the far right is multiplied by (1), the number in the middle is multiplied by (10), and the number to the far left is multiplied by (100)

##### Evaluation:

- How are the decimal and binary number systems similar? How are they different?
- Solving book questions on the lesson



**Strategy**  
**Critical thinking**  
**Problem Solving**



## lesson (4)

### Determining the needs for a digital project

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Explain** the digital tools I may need to work on a project.
- **Classify** the needs and roles in a group project he is working on.
- **Share** his feelings on my role in a group project.

#### "preface"

What is the importance of determining the needs of a project, before starting work on it?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and doing a comprehensive reading of the lesson with (I know I would like to know I learned) routine. Ask them to think of personalities they look up to and what makes them a role model, and discuss this in groups.

#### View Lesson

##### Elements of project planning:

- Knowing the final product (presentation - movie - poster - web page).
- Determining and limiting the needs for the project.
- Provide the tools used to prepare each part of the project.
- Assigning roles . Who will carry out each part?

**Word processor program (Microsoft word).**

**Paint program (Microsoft paint).**

**E-mail .**

##### Assigning roles:

It is important for the group members to understand their roles before starting the project. This is done by discussing with them the strengths and weaknesses of each one and how to coordinate between them. After the discussion to determine and assigning roles, be sure to discuss any questions that the group members may ask.

##### Evaluation:

- Explain how digital tools like Word and Paint can be used for projects.
- Solving book questions on the lesson







## lesson (5)

### Gathering data and presenting information

**Strategy**

**Critical thinking**

**Dialogue and discussion**

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Discuss** how to research, collect, classify, and process information to share with others.
- **Explain** the importance of digital information-handling skills.
- **Create** a graph to share specific information.

"preface"

Think about an issue that's important to your local community, How can you gather information about the issue and present it to others?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with them with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the note-taking routine. And discuss the usefulness of the mentioned tools in searching for, processing and presenting information.

### View Lesson

**Some useful tools in the spreadsheet program (Excel)**

**Add up numbers:**

Select the cells you want to add together. Then click: Home Tab- AutoSum- Enter

**Add titles or labels** (e.g., for an axis) to a graph/chart:

Toolbar -Chart Design- Add Chart Element

**Choose the color of a graph/chart:** Toolbar -Chart Design -Format

**Choose the type of a graph/chart:** Toolbar -Chart Design -Change chart type

**Choose the layout of a graph/chart:** Toolbar Chart Design Quick Layout

**Digital information-handling skills**

- Research.
- Data collection .
- Classification.
- Processing.



**Evaluation:**

- How can a graph help enhance information in a report or presentation?
- Solving book questions on the lesson





## Lesson (6)

### Presenting information in an appealing way

Strategy

Critical thinking

Dialogue and discussion

Date

Class

per

#### Objectives

By the end of the lesson the student will be able to:

- **Discuss** the importance of using visuals and audio (multimedia) to enhance an informational presentation.
- **Explain** how to use digital tools like WordArt and Movie Maker.
- **Discuss** how he can use what he learned to make his own presentation more appealing.

"preface"

What is your favorite TV show? Why is it visually appealing?

#### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with them with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the note-taking routine. and discuss how the tools in the lesson can be used to share a message in a more appealing way.

#### View Lesson

You can use text to display important information in an attractive way and highlight information by:

##### Word processor program (WORD):

- Use one or more colors. - Use bold font.
- Insert (WORDART) to increase the effect of the text.

##### Presentation software (PowerPoint):

- Use graphics, shapes or pictures.
- Graphs and charts.
- Add audio or video content



**MOVIE MAKER:** can be used to create a movie from a collection of still images, and intellectual property rights must be observed when using image files, video clips, and audio files.

##### Evaluation:

- Why are the tools above important parts of an effective presentation?
- Solving book questions on the lesson





## lesson (7)

# Producing an effective presentation

### Strategy

Critical thinking

Dialogue and discussion

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Explain** the value of using a storyboard to tell a story.
- **Discuss** the 10-20-30 rule and how it relates to presenting information.
- **Create** a presentation for the issue he want to share.

### "preface"

Think about TV presenters. What do they do to get your attention while making a presentation?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with a presentation showing the basic elements of the lesson, and doing a comprehensive reading of the lesson with (I know I would like to know I learned) routine. Ask each group to discuss an issue they would like to share and how to include it in a PowerPoint storyboard.

### View Lesson

#### Storyboard :

is a chart that shows a sequence of content that forms a plan or outline of your presentation. That can be valuable to help producing an effective presentation. Storyboards allow you to plan your ideas and pre-visualize the results of a presentation.

#### The 10-20-30 rule :

A PowerPoint Presentation shouldn't present too much information or take up too much time that will overwhelm the audience. Font size should be easy to read.

10: up to ten slides only

20: no longer than 20 minutes

30: font no smaller than 30-point size

#### Tab (Design):

It can be used as it offers alternative options to the regular black and white design.

#### Evaluation:

- Explain the value of using storyboards for planning.
- Solving book questions on the lesson





# lesson (8)

## Web design principles

### Strategy

cooperative education

Dialogue and discussion

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Discuss** the features that make websites appealing.
- **Explain** what HTML coding is and how it can help build a web page.
- **Create** a poster, presentation, or simple web page to share a story.

"preface"

What websites do you like?  
Which features make them appealing?

### Accompanying activities

Divide the students into groups and ask them the introductory question and discuss it with them with a presentation showing the basic elements of the lesson, and a comprehensive reading of the lesson with the note-taking routine. Ask each group to discuss their steps and how to implement them.

### View Lesson

**HTML (Hypertext Markup Language):** is the language that will be displayed on a web browser

#### Creating a web page :

While you can create your story directly through a website-building program, you can also use Microsoft Word to create your web page. When your document is ready, choose 'Web layout' in the 'View' tab. You can also save a file as a web page by choosing "file" then "save as" then "web page".

#### Effective elements and components of the web page:

- The heading , sub-heading.
- The main text (content).
- Visuals that reflect the main message or information about the story.
- Audio / video.
- Size, type and colors of fonts for each paragraph and title.



WEB DESIGN

#### Evaluation:

- What is HTML, and how can it be used as a planning tool for creating your web page?
- Solving book questions on the lesson



**Strategy**  
Evaluation  
Performance based



## Theme 4 Review

Date

Class

per

### Objectives

By the end of the lesson the student will be able to:

- **Prove** the information, meanings and knowledge acquired in the fourth theme.
- **Divide** the book into study units that are easy to review and retrieve.
- **Solve** according to the requirements of the questions in the fourth theme.

"preface"

What are the most important topics of the third theme?

### Accompanying activities

take the students to the computer room and do a comprehensive review of the fourth theme, and then we solve the textbook exercises on the fourth theme.

### View Lesson

**1 Write and compare** Write a sentence for each set of words to explain the connection between them. Then compare your sentences with a partner.

1. computer and binary system
2. storyboard and PowerPoint
3. HTML and web page

**2 Read and answer**

1. What was the strategy that Dr. Ponce de Leon used to balance the power grid?
2. How can you unfreeze an Android screen?
3. What is the binary number system used for?
4. What should be considered when assigning roles to a project?
5. What do Excel graphs help to show?
6. What design tools can you use to help share an important message or story?
7. Explain the 10-20-30 rule.
8. List three elements that are necessary for a successful website. Explain why.

**Solve the rest of the book's questions.**

